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ABSTRACT

This workbook is intended as a master for classroom use in grades 4 and 5. It is organized into 7 sections which cover: Africa, its geography and people; The Slave Trade; Slavery, which includes stories about several famous slaves; The Civil War, an explanation of the causes and results; New York--Harlem, which contains a 3-part story, "Jerry Lives in Harlem", Black Power, what it is; and Civil Rights, which includes brief biographies of famous Black Americans. Drawings for coloring are included in the unit, as well as many thought and study questions. SO 005 537, "Forty Four Years a King," is a related document in the series. (OPH)

SO 005 542

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MY AFRO-AMERICAN WORKBOOK

Minneapolis Public Schools
Task Force on Ethnic Studies

Spring, 1972

SO 005 542

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MY AFRO-AMERICAN WORKBOOK

Sheila Johnson

Minneapolis Public Schools
Task Force on Ethnic Studies
Spring, 1972
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Suggested Filmstrips for Use With My Afro-American Workbook

Book I

Lesson 1 & 2	Multi-Media Set: Black History. Lessons 1-3. Includes records.
Lesson 3 & 4	Africa Regional Geography Series #402380. Set includes 6 filmstrips.
Lesson 4, 5 & 6	Cities and Children of Africa #158 and #160. Set includes 9 filmstrips.
	African Folktales: Holt, Rhinehart and Winston Inc. Set includes 6 cartoon-style filmstrips and records.
Lesson 7	EyeGate #158: Filmstrips on Tanzania and Capetown: Republic of South Africa.

Book II

Lesson 11	Leading American Negroes: SVE #A242SAR. Set includes 6 filmstrips and records.
Lesson 12 & 13	Eyegate Series #75: A Nation Divided; Secession, War, Reconstruction. Set includes 10 filmstrips.
Lesson 16	SVE #A242SAR. See Lesson 11.
Lesson 17	Warren Schloat Productions, Inc: Jerry Live in Harlem. Set includes filmstrip and record.

AFRICA

Part I

GHANA, MALI AND SONGHAY

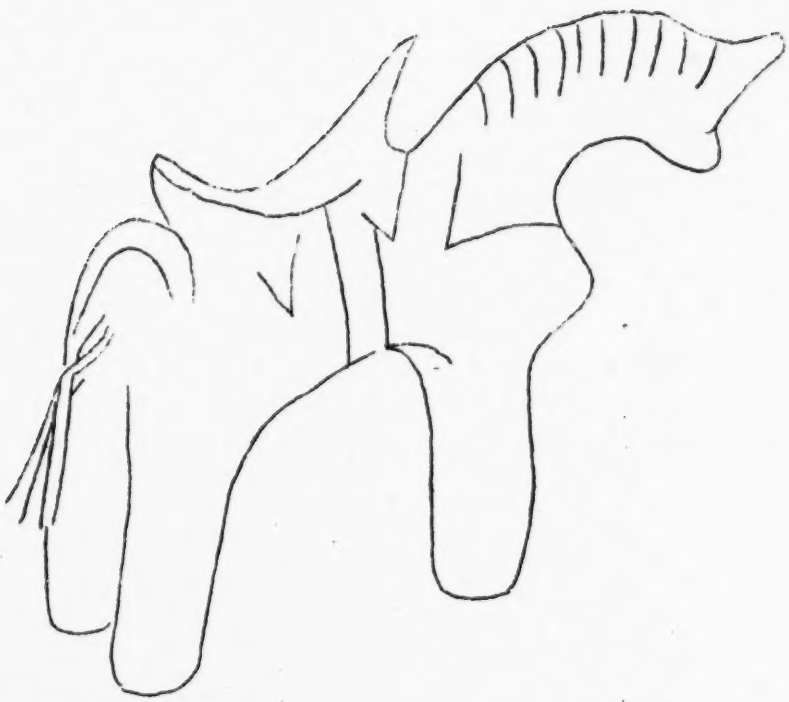
American Black people are descendants of the long ago rulers of the western parts of Africa. Their history is a story of the rise and fall of great empires in Africa. Beautiful art work, pottery and much learning took place during the time of these great civilizations. Of them all, Ghana, Mali and Songhay were the greatest.

Read the following story of one of the world's greatest Kings, Mansa Musa. He was a Black man.

MANSA MUSA OF AFRICA

Once upon a time in a land quite far away there lived an emperor. He was ruler of a very large and great kingdom. His kingdom was about the size of western Europe and stretched for thousands of miles in all directions. This emperor's name was Musa, and the name of the kingdom over which he ruled was called Mali (Ma-lee). Even though he was powerful, Mansa Musa was a kind and generous man. He is called Mansa Musa because the word Mansa means "king". In all decisions and in ruling the people he tried to be a just king. Everyone in his kingdom liked and respected him. Tall and strong with black hair, kind eyes and smooth brown skin he moved through the crowds of people to his ivory throne which stood on a special platform which was shielded from the sun's rays by richly decorated silk.

The people of the Kingdom of Mali were hard working and highly educated. Many of them were coopersmiths goldsmiths, weavers or woodcarvers; while others were scholars and studied at the learning centers. The idea of universities and college first came from these learning centers of Mali, Africa.



Clay toys such as this horse were played with by children in the Kingdom of Mali. Color the picture.

Crops were plentiful in this land and there was no lack of food for the people. They grew rice, yams, beans and onions and they hunted wild buffalo, and crocodiles for which they used poisoned arrows and spears. They used the sap from the baobab tree for sorghum (something like syrup) and also from this same tree they made a white meal, which was then used for baking bread. Another tree called shea-butter grew fruit which looked like lemons and tasted like pears. With this fruit the people of Mali were able to make soap and oil. The oil was used as fuel for lamps. Cotton was also grown and weaved into cloth for their clothing.

The people of Mali were happy and contented. They had no fear of enemy attacks because their kingdom was powerful, their neighbors friendly, and their armies of 100,000 men on foot and 10,000 calvarymen on horseback provided protection.

They were also a very religious people. They were called Moslems. Every Friday which was their holy day, the people went to the mosque, or their house of worship. It was a custom of the Moslem religion to make a long journey at least once in their life to the holy city of Mecca. Being a devout Moslem, Emperor Musa felt troubled because he had never made this journey. He finally made plans to go as soon as possible.

On his journey he took much gold. Even throughout Europe his journey to Mecca became a legend. Today the total amount of gold that he carried and passed out would amount to more than ten million dollars. No one can say for sure exactly how many thousands of people went with Mansa Musa on his long journey (perhaps only 10,000 - perhaps 60,000), but the parade was a sight to behold. Camels were gayly decorated

and loaded with the chests of gold and gifts intended for the rulers of the holy city of Mecca.

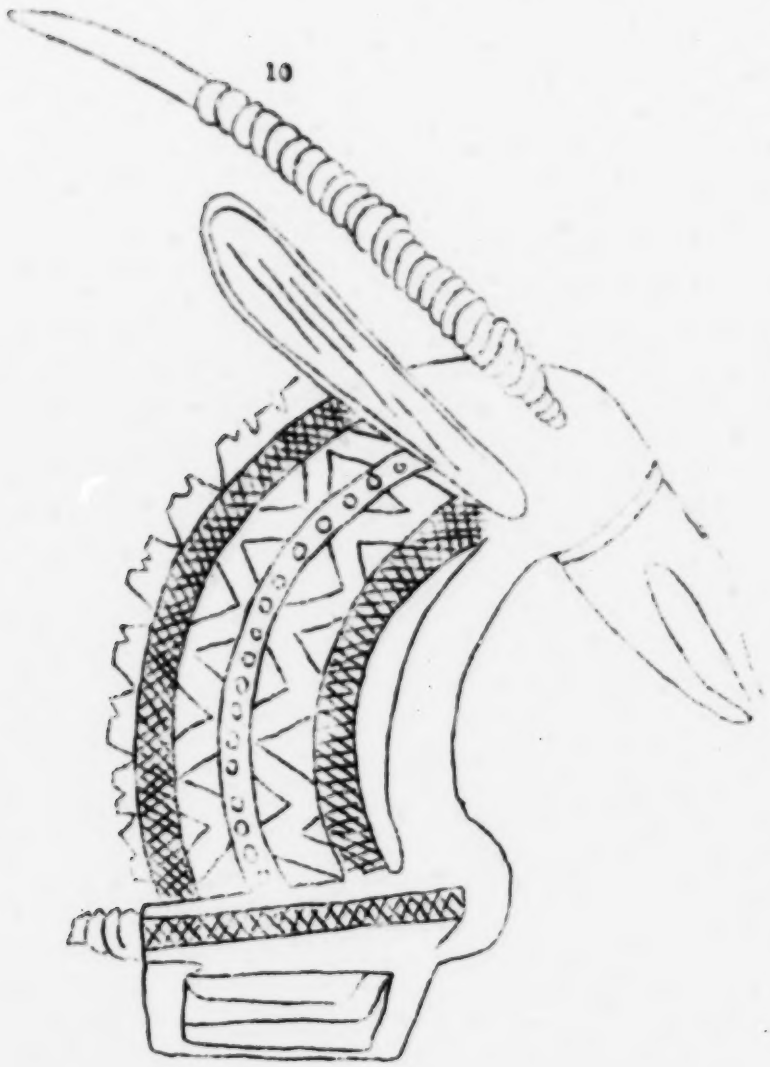
Across the great Sahara Desert they traveled. Mansa Musa did not know that the Sahara was the world's largest desert but he was still well prepared. The camels were ideal animals for the deep sands, burning hot sun and scarceness of water on the desert. If a wind storm sprang up, flinging sand in swirls around the people, the camels' overhanging eyelids and long lashes protected his eyes, and his nostrils were able to close tightly to keep out the swirling sands.

Mansa Musa remained in Mecca for almost a year. Then he and the people of the Kingdom of Mali prepared to depart for home. Again the great Sahara had to be crossed. Word had reached the kingdom that Mansa Musa was returning home and a big feast was prepared in celebration of his safe return. This feast lasted for days.

Shortly after his return, Mansa Musa had a beautiful building built like the Arab buildings he had seen in Egypt and Arabia. Until his death Mansa Musa continued to build and improve his Kingdom of Mali, making it one of the greatest civilizations of western Africa.

Crocodiles were hunted with poisoned arrows and spears. Color the picture.

Here is the wealthy city of Timbuktu in ancient Africa.



Wood carvings like this are done by African now living in the area where Mali once was. Color the pictu[illegible].

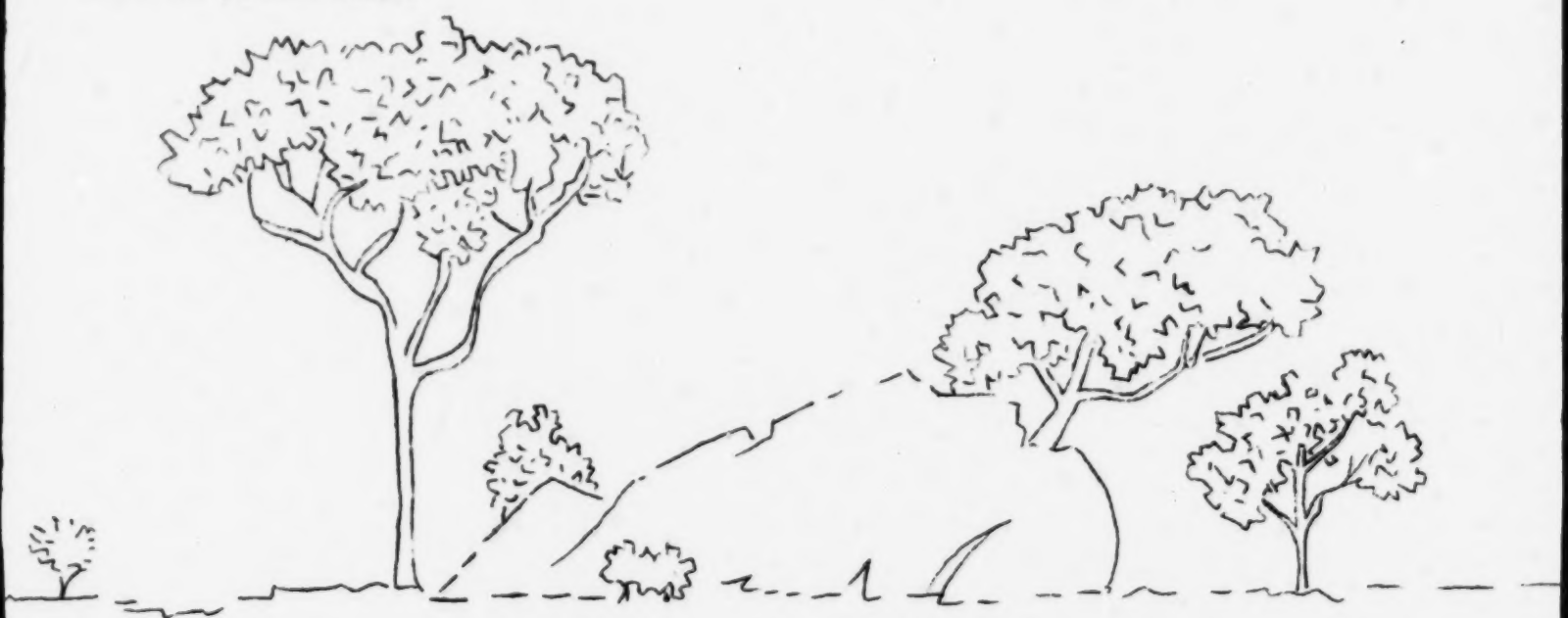
AFRICA

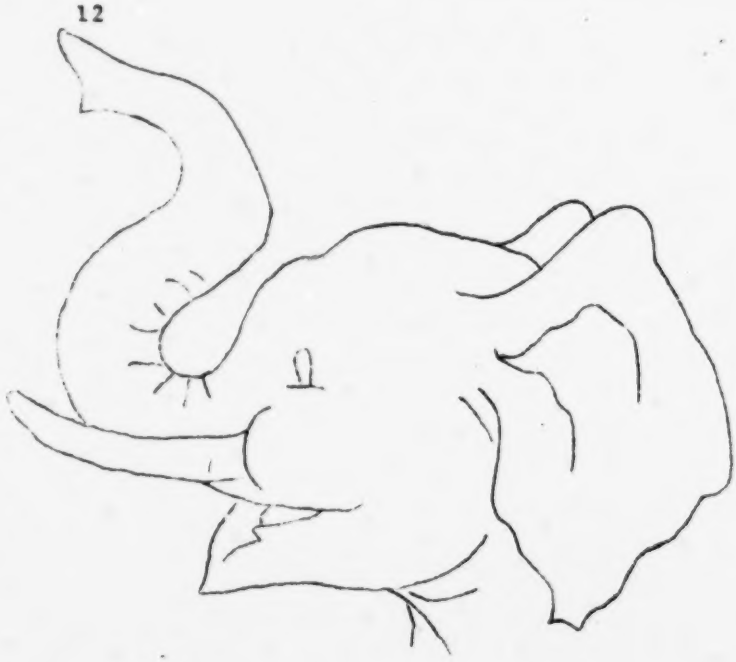
Africa is the second largest of all the continents. It is four times the size of the United States. (We could place the United States inside of Africa four times and still have room left over!)

Africa is a beautiful land of tumbling waterfalls, lakes, plains, craggy mountain ranges, tropical jungle area, blazing deserts and rivers. Two rivers form to make up the Nile, which is the largest river in the world. Standing 19,340 feet high is Africa's largest mountain, Mount Kilimanjaro.

Since much of Africa is also grassland (Savanna), many different kinds of animals may be found roaming wild in the plains (Savanna) area. The giraffe, elephant, rhinoceros and lion all make their home here.

Color the picture below.





Color the pictures.

What other animals are found in Africa? 1._____

2._____, 3._____

4._____.

Africa is the second largest continent. It is _____ times larger than the United States.

AFRICA

Part II

People and Cities

Many people in Africa still live in very large families called tribes. Sometimes an entire village may be related to one another. Each tribe in Africa speaks their own language. There are over 900 languages spoken in Africa.

Most of Africa's people still live in villages or on farms away from the big cities. On their farms the people produce vegetables which they take to the market in the city.

The large cities of Africa are modern and bustling with people performing their daily tasks or shopping in the large department stores.

The Masai (mah-sigh) Tribe

One of the smaller tribes in eastern Africa is the Masai tribe. They make their living as cattle herders.

You can tell how wealthy a man is by the number of cattle that he owns. People of the Masai tribe do no farming, for their life is their cattle raising.

When the boys in this tribe reach the age of sixteen, they become warriors. It is then their job to protect their cattle from enemy raids, and wild animals.

As a warrior the Masai men also hunt lions. It is a great warrior who can successfully prove his courage during a lion hunt; for no gun or weapon other than a spear is used, and you must fight the lion

at a very close range.

Since the Masai need grazing land for their cattle, they make their homes on high grassy plateaus where the grass grows three to four feet high.

Taking care of cattle is a very important job.

THE MASAI TRIBE

Part II

Although the Masai people wish to continue living in the same manner as their ancestors, a few are beginning to now prepare themselves for the future.

They wish to keep their land for cattle, while neighboring tribes are farmers and want the land for farming. So now there is a disagreement over how the land should be used.

Today many more Masai children are going to school where they are taught science, health, the history of their people and country and also geography.

It is often difficult for the Masai children to begin learning in another language so their Masai language is used during the first few months in school. After that the language the Masai speak with outsiders is used. This language is usually Swahili. They begin learning English in the third grade and are eventually able to speak three or four languages before they leave school.

The Masai children are bright and eager to find out about the world in which they live.

Young people of the Masai tribes are now studying at many universities in Europe and the United States. By training to become doctors, teachers, engineers, and lawyers, the people of the Masai tribe are expecting a great future for themselves and Africa.

NEW NATIONS OF AFRICA

Part III

Many of the countries of Africa are new. By new it is meant that they have recently gained their independence from the European nations that claimed land and settled in Africa many years ago.

Most of the 53 countries of Africa have been able to obtain their independence only within the last ten years. In order to form a new and independent country, many tribes in neighboring areas came together and elected one leader to govern all the tribes in that area.

SOUTH AFRICA

Africa today has resources which are used by most countries around the world. Besides exporting such products as palm oil, rubber, sisal (a strong fiber from a plant used in making rope and cord), copper, ore and gold; Africa is also the leading source for diamonds in the world.

The diamond mines are located in South Africa. African workers spend long hours each day deep in the pits of the mines. The work is hard and the workers are poorly paid.

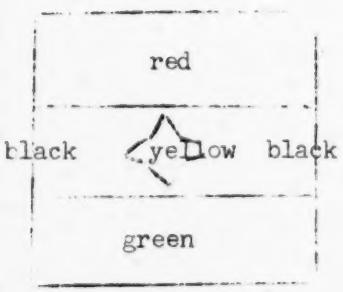
The African workers in South Africa are now under an enslavement similar to that of the American Blacks during the days of slavery in this country. The 10 million dark-skinned people in South Africa are working under slave-like conditions because some countries of the world still wish to get rich quickly without considering their fellowman.

However, with the other African nations making such tremendous steps towards the making of one strong

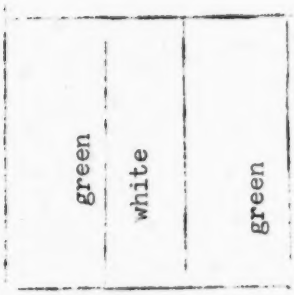
and independent Africa with their own governments, education programs (good schools), and modern technology (science and machines). Perhaps the wait by Black South Africans for justice will not be much longer; and they will have their freedom.

FLAGS OF SIX AFRICAN NATIONS

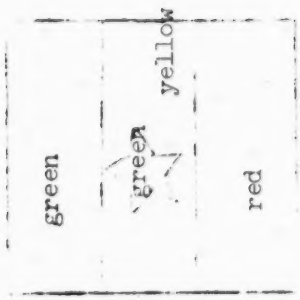
Color the flags below.



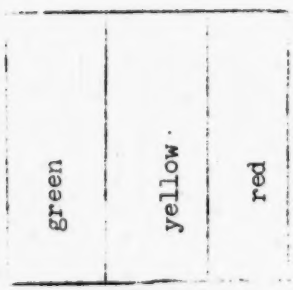
GHANA



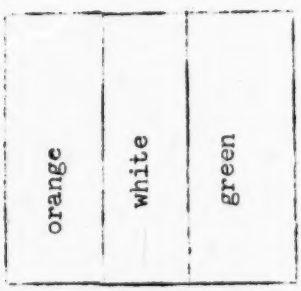
NIGERIA



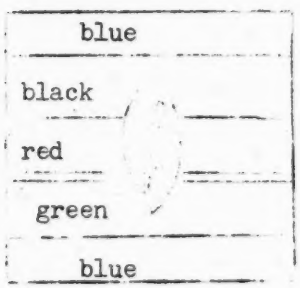
SENEGAL



MALI



IVORY COAST



KENYA

THINGS TO DO

Check your encylopedia and dictionary: How many other flags can you find of African Nations? Draw and color them in the space below.

THE 52 COUNTRIES OF AFRICA

1. Morocco	2. Ifni	3. Spanish Sahara
4. Mawritania	5. Senegal	6. Gambia
7. Port Guinea	8. Sierra Leone	9. Guinea
10. Liberia	11. Ivory Coast	12. Ghana
13. Upper Volta	14. Toga	15. Dahomey
16. Mali	17. Algeria	18. Tunisia
19. Libya	20. Chao	21. United Arab Republic
22. Niger	23. Sudan	24. Ethiopia
25. French Somaliland	26. Somali Republic	27. Uganda
28. Kenya	29. Congo (Leopoldville)	30. Rwanda
31. Burundi	32. Tanzania	33. Malawi
34. Zambia	35. Angola	36. Rhodesia
37. Mozambique	38. Malagasy Republic	39. Swaziland
40. Bechuanaland	41. Basutoland	42. Republic of South Africa
43. South West Africa	44. Cabinda	45. Congo (Brazzaville)
46. Gabon	47. Annobon	48. Soa Tome
49. Principe	50. Spanish Guinea	51. Cameroun
52. Central African Republic	53. Nigeria	

SOME QUESTIONS TO ANSWER

1. Africa is _____ times larger than the United States.
2. Rising 19,340 feet into the air, _____ is the highest mountain in Africa.
3. Many of the world's animals may be found in Africa. Name three that still roam the plains of Africa.

   _____, _____, _____.
4. The different countries of Africa are made up of various tribes in the regions coming together. True or False.
5. There are _____ countries in Africa.
6. All African people speak the same languages. True or False.

AN AFRICAN FOLKTALE

Do you know the story of Paul Bunyan and Babe, his blue ox? This is an American folktale from northern Minnesota.

All countries around the world have folktales. Here are two folktales of Africa.

THE GOATS WHO KILLED THE LEOPARD

Once a leopard cub wandered away from his home into the grasslands where the elephant herds grazed. He was too young to know his danger. While the elephants grazed one of them stepped upon the leopard cub by accident, and killed him. Other leopards found the body of the cub soon after, and they rushed to his father to tell him of the tragedy.

"Your son is dead!" they told him. "We found him in the valley!"

The father leopard was overcome with grief.

"Ah, who has killed him? Tell me, so that I can avenge his death!"

"The elephants have killed him," the other leopards said.

"What? The elephants?" the father leopard said with surprise in his voice.

"Yes, the elephants," they repeated.

He thought for a minute.

"No, it is not the elephants. It is the goats who have killed him. Yes, the goats, it is they who have done this awful thing to me!"

So the father leopard went out in a fit of terrible rage and found a herd of goats grazing in the hills, and he slaughtered many of them in revenge.

And even now, when a man is wronged by someone stronger than himself, he often avenges himself upon someone who is weaker than himself.

ACTIVITIES

1. Underline the sentence in this story that teaches you a lesson.
2. List two other folktales that you know.

   a._____

   b._____

FIRE AND WATER, TRUTH AND FALSEHOOD

Truth, Falsehood, Fire and Water lived together. One day they all went hunting together and found many cattle. After the hunt they divided the cattle so that each of them had an equal share. But, Falsehood was greedy, and wanted more for himself so this is what he did. He went secretly to Water and said, "You have the power to destroy Fire. If you do this, we can take his part of the cattle."

Water believed what Falsehood said, and he threw himself upon Fire and killed him.

Then Falsehood went to Truth. "Fire is dead. Water has killed him, so he does not deserve to share with us. Let us take the cattle into the mountains for ourselves. And Truth not knowing what had taken place before agreed.

Water saw them as they drove the cattle into the mountains and tried to follow, only to find that he couldn't run uphill, only down, so he was left behind.

When Truth and Falsehood reached a resting place in the mountains, Falsehood turned to Truth and said, "Foolish one, I am strong and you are weak, therefore, all the cattle will belong to me."

"No," Truth said. "It is I who am strong," and they began to struggle. They struggled back and forth across the mountains, without either one killing the other.

At last they went to the wind and asked him to judge which was right. Wind listened and said, "It is this way: Truth must struggle with Falsehood. Truth will win, but Falsehood will return again and again to challenge Truth. And, each time Truth must fight, because if he does not, he is lost forever."

ACTIVITY

Make a statement on what you think the story is really saying.

WISE AFRICAN SAYINGS

Directions: Write a brief sentence underneath each saying telling what it means.

1. Bowing to a dwarf will not prevent your standing tall again.

2. Ashes fly back in the face of him that throws them.

3. He who boasts much cannot do much.

GAME TIME: NIGERIA, AFRICA

Here is a game played by children in Nigeria, Africa. Perhaps you and your friends will play it the next time you are in the gym or outdoors.

Supplies: Three handkerchiefs or scarves

Players: Eighteen or more. There will be three teams or six or more players on each team.

* * * * * *

Members of each team should grasp the waist of the player ahead of him. The last player of each team has a handkerchief, called a "tail," pushed lightly into his or her belt or waistband at the back. The head player (the 'captain') of team one leads his team in a chase; trying to capture the tail of team two. At the same time the 'captain' of team two will be trying to capture the "tail" of the last player on team three. Team three will pursue team one. Each team will await a "go" signal before beginning the chase.

Players must hold to the one in front.

More teams will add to the fun of the game.

THE SLAVE TRADE

Part II

PHILLIS WHEATLEY

One day a group of little girls were playing along the coast of Africa. They were laughing and shoutin and did not see a large ship sail slowly up to the land.

This was a slave ship and the men on it were looking for natives to take to America.

Two of the men came off the boat. They seized several of the children and took them to the ship. The other little girls ran to tell their parents; but before they reached the shore the ship had sailed away. On and on it sailed until it came to Boston. Here some of the kidnapped children were led off the ship and taken to the slave market. One by one they were forced to stand up on a large block of wood where everyone could see them. People who wished to buy slaves would call out the price they wanted to pay for them, and then the slave was sold to the person who offered the most money.

Finally a very thin little girl was placed on the block of wood. She was one of those little girls who had been stolen from her playmates. The journey across the ocean had been long, and the sea had made her ill. She looked so sad, that no one offered very much for her; but she was finally sold to a wealthy man named John Wheatley. Mrs. Wheatley named the little slave girl Phillis Wheatley, and everyone was very kind to her. Mr. and Mrs. Wheatley had twin children, Mary and Nathaniel, and Mary taught Phillis how to read and write. Soon Phillis Wheatley could read in English and Latin. And how she enjoyed reading poetry! In her spare time she learned to write poems. In a few years people throughout America had heard about this amazing young girl. Many of the people wrote letters to her praising her work.

Phillis Wheatley greatly admired George Washington, the Father of our Country. So, she wrote a poem

in his honor and sent it to him. When he replied to her letter, he complimented her on her talent.

When Phillis was eighteen, she became ill. To improve her health the Wheatleys sent her with Nathaniel on a business trip to England. There she learned that her fame was known abroad. The lords and ladies of England entertained her lavishly. Phillis Wheatley will always be remembered as the first noted Afro-American poet.

SOME QUESTIONS TO ANSWER

1. How did Phillis Wheatley come to America?
2. Did she know English when she arrived here?
3. What did Phillis like to read most?
4. What great man praised her work?
5. Why did Phillis go to England with Nathaniel?
6. How was she received in England?
7. Why should we always remember Phillis Wheatley?

Color the picture of Phillis and her friends at play in Africa.

EARLY BLACK EXPLORERS

The first Black men to visit the shores of North America were explorers. Along with such famous explorers as Christopher Columbus, Balboa Cortez, and Ponce de Leon, Black men also braved the dangers faced by these early explorers.

In the year 1513, thirty Black men marched with Balboa to the Pacific Ocean. And, only six years later 300 courageous Black men were with Cortez as he went into Mexico. One of the Black men with the Cortez expedition planted wheat, giving the New World its first wheat harvest.

And, in 1565 Black men helped to build America's first city in St. Augustine, Florida.

So, on that cold wintry day in 1619 when the boat pulled ashore in Jamestown, Virginia; the cargo of 20 Black indentured servants were not the first Black people to place their feet on American soil.

Read the following story of Estevanico, a famous early explorer.

STEPHAN DORANTEZ

(Estevanico)

The year was 1539, and Estevanico and his men had been marching for days. They were searching for the "Seven Cities of Gold" while exploring in the region of Florida some 10 years earlier, Estevanico and a few of his men were taken captives by the Indians living in that area. It was from the Indians that Estevanico first heard of "Cibola," or the "Seven Cities of Gold". After making their escape they spent eight years wandering through the swamps of Florida. Then, upon reaching Mexico, they had told the story of the "Seven Cities of Gold" and an exploring group or expedition was formed.

So now Estevanico and his men marched, and it was Estevanico who spoke with the Indians because of his knowledge of their languages.

In his travels in his search for "Cibola," Estevanico always carried with him a large gourd which had a white feather and a red feather attached to it; as well as strings of bells. He carried the gourd because to many of the Indians in the Southwestern area this was a sign of peace. As it turned out though, Estevanico and most of his men were attacked and slain by the Indians living in the area surrounding the "Seven Cities of Gold."

Estevanico's discovery led other great explorers such as De Soto, and Coronado in the same search.

And, hundreds of years later stories were told by the Zuni Indians and other Indian tribes of the Black man who had visited their land. That Black man was Estevanico.

SLAVERY

PART III

FALSE BELIEFS ABOUT SLAVERY

During the days of slavery, many people falsely believed that the slaves had a good and happy life. "Hard work never hurt anybody" they would say. But they were wrong. Many a slave died at a very early age because they were overworked, and underfed, and didn't get the rest their bodies needed. Yet people continued to believe that the slaves were happy. Why did people refuse to believe what their eyes and ears told them? The rundown one-room shacks that dotted the land behind the huge Master's house, the shabby clothing worn by the adult slaves, long shirts worn by children, and the chocolate-brown faces lined and showing only misery and sorrow all were showing signs then just how happy the slave was. He wasn't happy. Not at all! But many of the whites of that time did not want to see all these things. They did not want to feel guilty for holding another human being in such miserable conditions. So they refused to see the slave as a human being. And, they continued to close their eyes to the suffering around them; and if a northerner visiting the southern regions commented upon what he saw, he was told lies such as "They're happy," or "Slaves don't mind their treatment, they're not human like us."

So the lies continued until slaves who had escaped began to tell their stories. Then the truths about slavery were made known at last.

Read the following story about Frederick Douglass. He was born a slave.

FREDERICK DOUGLASS

"Let any man who says that slavery is not such a terrible thing be the slave." Frederick Douglass was the fiery young man uttering these words.

Born a slave in the state of Maryland, Frederick had soon learned about the horrors of slavery. Slave-children were not put into the fields to pick cotton or whatever crops were being harvested until they reached the age of six or seven. Instead they were given other chores to do such as carrying water to the working slaves, chopping wood, doing household chores and running errands.

As a boy Frederick was raised by his kind slave-grandmother whose name was Betsy Bailey. His mother, Harriet Bailey, had been sold to a neighboring plantation and so could not raise her son. Frederick still carried a warm and very vivid picture of his mother even though he saw her only four or five times in his life. She would leave the neighboring plantation to pay him visits, and awaken him with her soft voice and gentle hands. "It's mamma, Fred," she would whisper, and Frederick would joyfully fling his arms around her neck and hug her. These visits would be very short, for his mother had to walk the long distance back to the other plantation before daybreak so she would not be missed. On these nights she received no sleep, but she gladly gave up sleep to see her beloved son Frederick. When she died a few years later, no one even bothered to tell him immediately of her death.

Shortly after his seventh birthday, Frederick's Grandmother Bailey took him for a long walk. Little Frederick did not know it, but his days as a child were over. He had been sold to a man by the name of Edward Lloyd.

During the next few weeks Frederick knew great unhappiness. He saw men and women beaten, slave-children sold, screaming for their mothers, and he was always hungry. "I hate slavery," thought Frederick, "why must I be a slave?"

The years passed and Frederick became a strong, handsome, young man. He had taught himself to read and had strong feelings about freedom. He did not know how he was going to do it, but he was going to become a free man. One day while hard at work in a shipyard, Frederick met a young Black man named Stanley. Stanley was a sailor. But even more important, he was not a slave. Some Blacks were never slaves, and still others had escaped or purchased their freedom from their masters. Stanley had just the papers Frederick needed. They were his "free papers." These were papers that free Blacks had to carry with them at all times to prove that they were free. He gave these papers to Frederick and said, "these papers will protect you anywhere you go, you may borrow my sailor uniform and cap, too."

And so the plans were carried out. Frederick caught a train bound for Delaware. There were many dangers along the way, but he was fortunate and he soon reached Delaware where he took a steamboat to Philadelphia. There he took still another train. At last he reached the state of New York. He was free!!

Frederick spent the next few hours just walking. When night fell he found a place to sleep on the waterfront. He was tired, and his first sleep as a free man was a sound one.

Frederick took on a new name to protect himself. Instead of Frederick Bailey, he became known as Frederick Douglass. In his new circle of friends he soon became known for his speaking abilities and became a leader among them.

He began writing stories for a newspaper called the Liberator, and was soon making public speeches about slavery. With a voice that was beautifully deep and with eyes that flashed fire Frederick Douglass spoke of his experiences as a slave. Many people who sat listening in the audience were moved to tears. They wanted to help free slaves. But there were also many men who did not believe in freedom for Black people and more than once Frederick Douglass was attacked by violent crowds that wanted to kill him. But nothing could stop Frederick from making speeches against slavery. Frederick Douglass continued to work towards his goal of freedom for all men in bondage until his death in February of 1895.

From a humble beginning as a Black slave, he had risen to take his place in the world. No one can ever deny that Frederick Douglass was a great man.

Crowds gathered to hear Frederick Douglass speak.

HOW WELL DO YOU REMEMBER THE STORY?

1. Frederick was raised by _____.

2. Do you think Frederick had a happy life as a child? Yes___ No___

3. Frederick went to work at age _____.

4. All Black people were slaves. Yes___ No___

5. How did Frederick Douglass escape slavery? _____

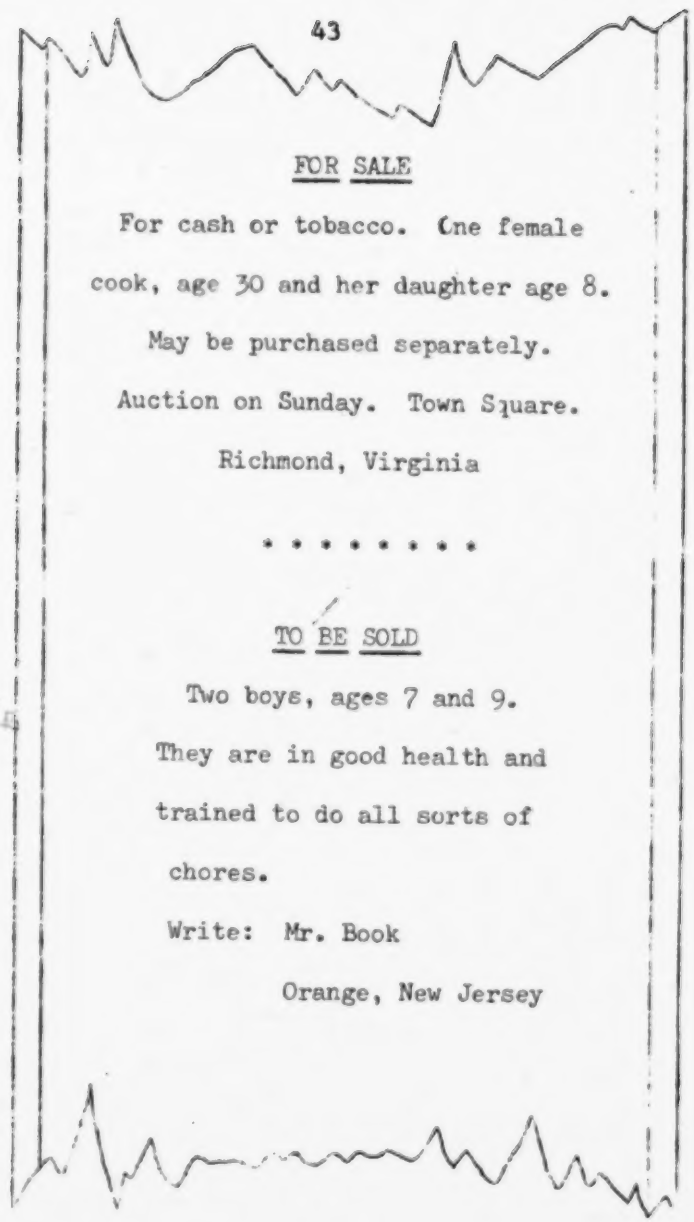
_____

_____

6. Frederick's name was _____ before he changed it to Douglass.

7. Using your classroom map, trace Frederick's escape route from Maryland to New York.

Color the picture on the next page.



FOR SALE

For cash or tobacco. One female cook, age 30 and her daughter age 8. May be purchased separately. Auction on Sunday. Town Square. Richmond, Virginia

. . . . . .

TO BE SOLD

Two boys, ages 7 and 9. They are in good health and trained to do all sorts of chores.

Write: Mr. Book
Orange, New Jersey

Ads such as these were common in newspapers in the days of slavery.

HARRIET TUBMAN, ABOLITIONISTS AND THE UNDERGROUND RAILROAD

How little Harriet longed to be free. To not have to work all day or be afraid of terrible beatings by a very cruel master, would have made her very happy. But, it couldn't ever be that way unless she ran away to a state where it was against the law to own another person. Harriet Tubman was a slave and that's what being a slave meant - being owned by another person. Harriet Tubman lived during the times when most Black people in America were owned by white farmers in the Southern part of this country.

As the years passed, Harriet became more and more determined to run away from her horrible life of slavery.

One night Harriet Tubman slipped away. She was terrified of being caught and severely punished, but she had decided that she would rather die than live out the rest of her days as a slave.

After many days of sleeping in the woods and traveling only at night, she reached the state of Pennsylvania where no one owned slaves and she could be free.

It was a great feeling to be free. Harriet Tubman didn't forget her parents, sisters and brothers or friends who were still slaves.

After reaching the north she made many new friends. They also did not believe that it was right for one person to own another and so they wanted to do away with slavery. Harriet Tubman's friends were called ABOLITIONISTS because they wanted slavery stopped. They got their name from the word abolish, which means "to do away with."

Together the white northern abolitionists and Harriet Tubman arranged secret hiding places to be used

to help other slaves to escape as she had done. Since the escaping slaves traveled through different states to reach the hiding places and freedom, the trail they took soon became known as the Underground Railroad.

These hiding places of the Underground Railroad went only through three or four states but as time went on hiding places had to be planned all the way into Canada. This was because southerners, angry at their slaves escape soon saw to it that laws were passed declaring that even states which did not permit slavery had to return Blacks who were known to be run-away slaves. The southern states the slaves had run away from, wanted them returned for punishment.

Nineteen times Harriet Tubman took the Underground Railroad and went back to the place where she had been a slave and helped her family and other slaves to escape. The Underground Railroad proved to be a success and Harriet Tubman became a very well-known and much loved person.

She was proud to say that she had never lost a "passenger" on her "train." On these terribly dangerous journeys all babies and small children were given medicine to make them sleep, because it was feared they might cry and the slave-catchers who patrolled the dark roads looking for run-away slaves, would discover them. That is also why hiding places were changed often.

Usually a special glen or cave in the woods was chosen as the hiding place. Sometimes abandoned farm-houses and barns were chosen. Here the travelers were sheltered from the cold if it were winter, and were fed by the abolitionists who carried food to them.

ANSWER THE FOLLOWING QUESTIONS

1. Why was Harriet Tubman a slave?

2. Where did she go when she ran away from slavery?

3. Did she forget about everyone after she was a free person?

4. Abolitionists wanted slavery to continue. TRUE or FALSE

5. What was a slave-catcher?

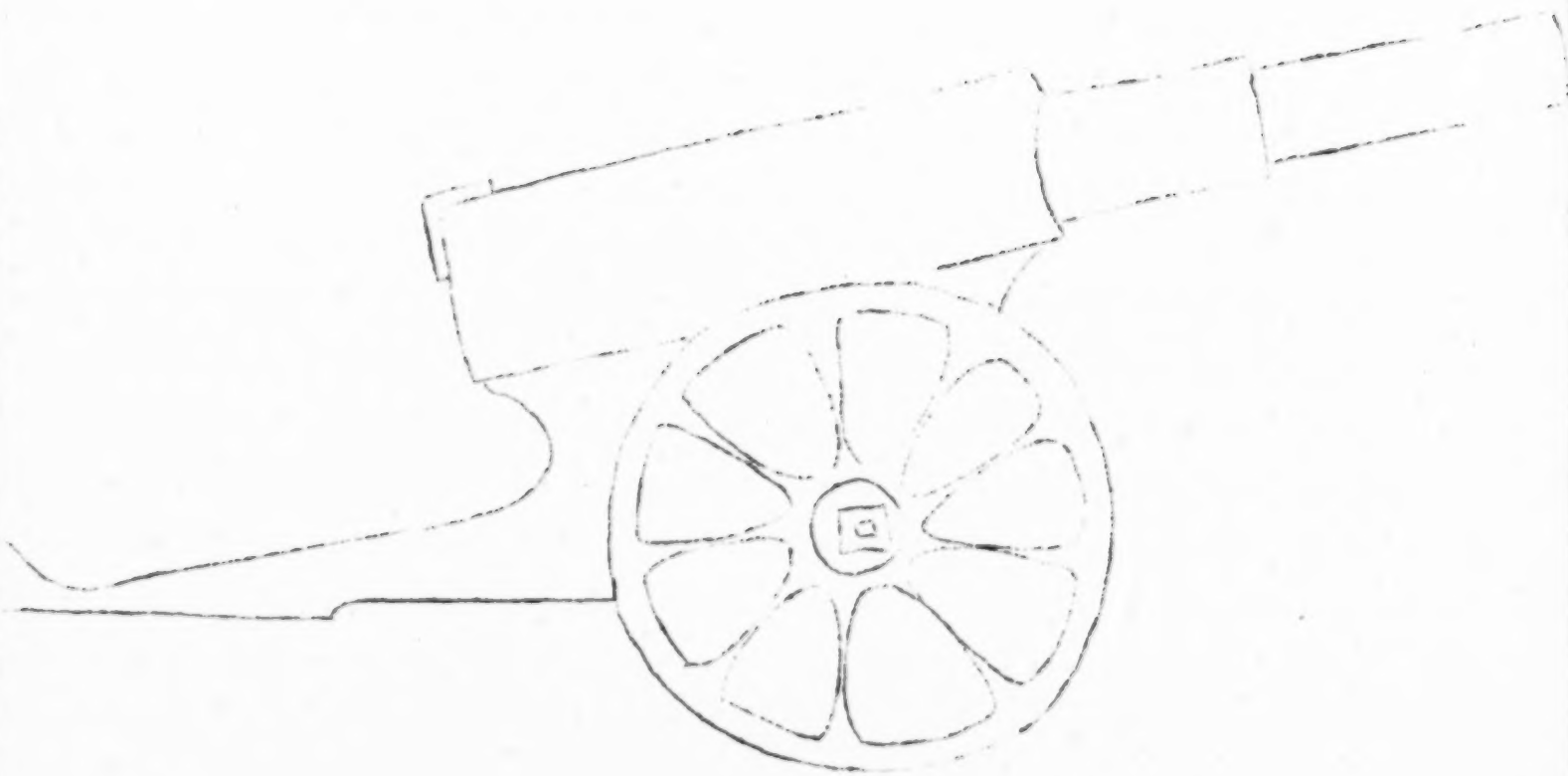
6. Why were hiding places changed often?

7. Why did slaves who were fleeing eventually have to go all the way to Canada?

THE CIVIL WAR

Part IV

47



THE CIVIL WAR

April 12, 1861 to April 9, 1865

The war fought between the Northern and the Southern states in America is called the Civil War.

This war was fought mainly because of slavery. In 1859, two years before the war, there were 18 free states against 15 slave states. The wealth of the South was based upon owning slaves. Wealth was determined by the number of slaves owned. Most of the money made by selling the cotton grown in the South was spent to buy more slaves. So, if slaves were given their freedom as many people in the North wanted, the slavemaster would become poor. As a result, the Southerners who owned slaves used their influence in Congress to have laws passed which would protect the laws of slavery.

But, disagreement between the Northern businessmen (who could only make money by selling cotton items to the South) and the Southern slaveowners grew until no amount of talking or compromise could bring them together.

Other reasons for the Civil War were also directly connected with slavery.

Let's read to see what some of those other reasons were.

The Southern states wanted what are known as State's Right's. This would mean that a state would have more power than the Federal Government. The Federal Government is the government of the entire country. With State's Right's the Southern states could thus maintain slavery without the Congress of the United States being able to pass laws controlling or abolishing slave trade and slavery itself.

President Lincoln and many other people believed that the Southern states should not separate or have more power than the Federal Government. So, the Civil War between the Northern and the Southern

states was fought.

The South still insisted on State's Right's so they could continue slavery, and the North did not want the Southern states to leave or secede (from) the Union of the United States. At that time the Northern states were not so concerned about freeing the slaves; they were thinking of ways to prevent the South from seceding because they did not want the United States divided into two independent nations.

But, as the war went on, the real issue of slavery came out. Southerners made it known that the war was about keeping slaves.

During the war, many slaves saw the opportunity for escape and started rebelling throughout the South. They ran away from the plantations to the North, and many Black men joined the Northern armies. These men who were former slaves proved to be brave and fought courageously in battle. They also were of great value as scouts because they knew the secret trails and hide-outs in much of the Southern territory. And, with some Blacks running away to the North and the one's who remained refusing to work in the fields, the Southern armies were unable to harvest crops or other materials necessary for fighting the North.

Northern abolitionists also helped to keep the issue of slavery alive by telling the Northern people that they must not only be concerned about keeping the Union together, but they must also be concerned about the freedom of the slaves. To the joy of the abolitionists and the many Black people who had already escaped slavery, President Lincoln in 1863, signed the Emancipation Proclamation, the document which freed slaves in the South.

WORDS TO REMEMBER

Use each word in a sentence.

Compromise: _____

State's Right's: _____

Emancipation Proclamation: _____

QUESTIONS TO ANSWER

1. What is meant by a "compromise?"

2. Do you think it is a good idea for separate states to have more power than the Federal Government? Give information to support your answer.

3. Give a 5 minute talk either <u>for</u> or <u>against</u> state's right's.

RECONSTRUCTION AND THE FREEDMEN'S BUREAU

"Tim, what is meant by the Reconstruction Period in American history?" Mark asked.

Mark's older brother looked up from the book he was reading. "Well, what does the word 'construct' mean?" Tim asked.

Mark replied, "To build or make something."

"So, to re-construct would mean to ..."

"To re-build or re-make something!" exclaimed Mark.

"Right!" Tim said. "We had to build up our country again after the war between the southern and the northern states. When the war was over there was a lot of building to be done in the South since this is where most of the fighting took place. Miles and miles of train tracks and bridges had been blown up. Important cities and many homes were also burned down. So Reconstruction is the name given to this time of rebuilding."

"Altogether Reconstruction lasted for 12 years. But, besides rebuilding the southern towns and cities and clearing up the countryside, the Reconstruction Period was helpful to the Black people."

"How was it helpful to the Black people?"

"For one thing, it was helpful because during this time there were many Black people that were just freed from 200 years of slavery trying to find places to live. Remember they used to live or stay on the plantations, but after they were freed they really didn't have any definite place to go, and many times there were entire families looking for a place to stay."

"I suppose it would be awfully hard to not have any way to get food and to be without a home, too."

"It was. Can you imagine how it must have been to have worked so hard for most of your life as a slave, and then be freed all of a sudden with no money, since slaves weren't paid? And no food, no clothing, no home, no friends, and no job to earn money?"

"It sounds awful. How were Black people able to live through the Reconstruction Period after the war - what did they do?"

"Well, for one thing the government set up an organization called the Freedmen's Bureau. This Bureau provided food, clothing, homes and set up hospitals for medical aid for the former slaves. This Bureau helped them to find jobs, too.

"Didn't some of the southerners get angry when they saw all these things being done for people that they used to own?"

"Yes, there were a lot of southerners who refused to cooperate with the Bureau because they felt that they were right and that the North was wrong. So sometimes the Freedmen's Bureau had to act as a law enforcement agency or policemen. But I guess the white southerners didn't object too much more because they were getting help from the Bureau, too."

"I didn't know that the Freedmen's Bureau helped southern whites too," stated Mark.

"Yes, it did," said Tim. "But it still served more Blacks because that is why the Bureau was organized.

"So the Bureau helped to feed, clothe, shelter and sometimes protect people."

"Yes. But the most important thing that was done by the Bureau was that it set up schools for the education of Black children. Elementary schools, senior high schools, and colleges were all started by

the Bureau.

"I guess a lot of rebuilding and work did take place during those 12 years right after the Civil War, didn't it?"

"Yes, it did," said Mark. "I think it certainly can be called the Reconstruction Period in America."

SOME QUESTIONS TO ANSWER

1. What was the name given to the time spent rebuilding the South after the War?
2. Why was it necessary to have a time for rebuilding?
3. What was the Freedmen's Bureau?
4. List the 6 things provided by the Freedmen's Bureau.

   a.

   b.

   c.

   d.

   e.

   f.

LEARNING NEW WORDS

Directions: Place after each word the letter for the sentence which best tells what that word means.

1. Slave_____	a. To do away with something
2. Tariff_____	b. Large farm
3. Independent_____	c. To free from slavery
4. Abolish_____	d. To be owned by someone
5. Emancipate_____	e. Money paid on goods leaving or entering the country
6. Plantation_____	f. Free from the control of others
7. Compromise_____	g. Each side giving in a little in an argument

WHAT HELPED THE NORTH TO WIN THE WAR?

1. The North had factories to produce supplies needed for battle.
2. They had a greater population and therefore more men.
3. More miles of railroad track provided better transportation for people and war supplies.
4. There were more farms in the North to produce food for the soldiers.
5. The North had more banks and money.

THE PLANT DOCTOR

Part I

Mary jerked awake. What was all that noise?! She heard the sound of horses hooves racing towards her cabin. All of a sudden the night's stillness was filled with the sound of men's voices. Moses Carver burst in the door.

Mary was a slave, and she was owned by Moses Carver.

"Quick Mary, grab the baby - you'll have to hide." But by then Mary was already up and half-way across the cabin room. Picking up her baby she turned to rush from the room. She knew she had to move fast, for the men on horses were slave-raiders. Slave-raiders were men who traveled around the countryside stealing slaves from farms and plantations. Then, they sold them in other states.

"Hurry, Mary, hurry," urged Moses. Glancing quickly about the room Mary stopped to pick up an extra blanket to tuck around her baby, for he had been sick lately and the night was cool and damp.

But there was no more time! The slave-raiders came crashing into the room. Rough hands seized Mary and her baby, dragging them out into the chilly night. Without wasting any movements or time they shoved Mary up onto the back of a horse. Her baby was thrust into her outstretched arms. There was nothing to do but hang on tightly as the horses raced through the night. As the horses jolted the riders over the uneven terrain the baby began to cry and cough. His mother soothed his crying but the coughing would not stop. Soon one of the raiders spoke. "We can't sell a sick baby, what are we going to do with him?" Mary heard the man's words and her heart seemed to stop beating. Weakly she said, "Oh, he'll be just fine - it's only the night air . . . "

But the raiders did not allow her to finish. "There's a house ahead, let's leave the baby there." Mary wept and pleaded, but it did no good. Her baby was left at the farmhouse and they forced her to ride on with them.

A few days later her baby, who was later to become a world-famous scientist, was returned to the farmhouse of Moses and Sue Carver, from where he was stolen. His mother was never found again.

Part II

The baby, whose name was George, was well cared for by the Carvers and was soon well. However, he was always to have rather poor health as a result of his cold night ride.

In the years that followed George spent many hours roaming the woods near his home. Soon he knew all about the plants he found there. George was also a brilliant student. He studied hard and dreamed of the time when he could go away to school.

It was difficult to find a college that accepted Black students, but finally he was admitted to Ames College in Indiana. He walked there from his home in the state of Missouri, beginning months ahead of time to be sure he was there by the opening of school.

He did outstanding work and was soon liked and respected by his classmates. He spent his spare time in his laboratory and soon had over 300 products - all made from peanuts!

He received an invitation to speak before Congress in Washington, D.C., the nation's capitol.

Spreading out his products, Mr. George W. Carver began speaking. He was told to limit his speech to ten minutes, but at the end of that time his listeners wanted to hear more. Amazing, they said. Why this man

must be a genius!

Dry and instant coffee, butter, cheese, milk, soap, metal polish, shaving cream, rubber, plastic and pape were some of the products that were made from the peanut and its' shell. Vinegar, ink, flour and rubber were some of the products that he had made using the sweet potato.

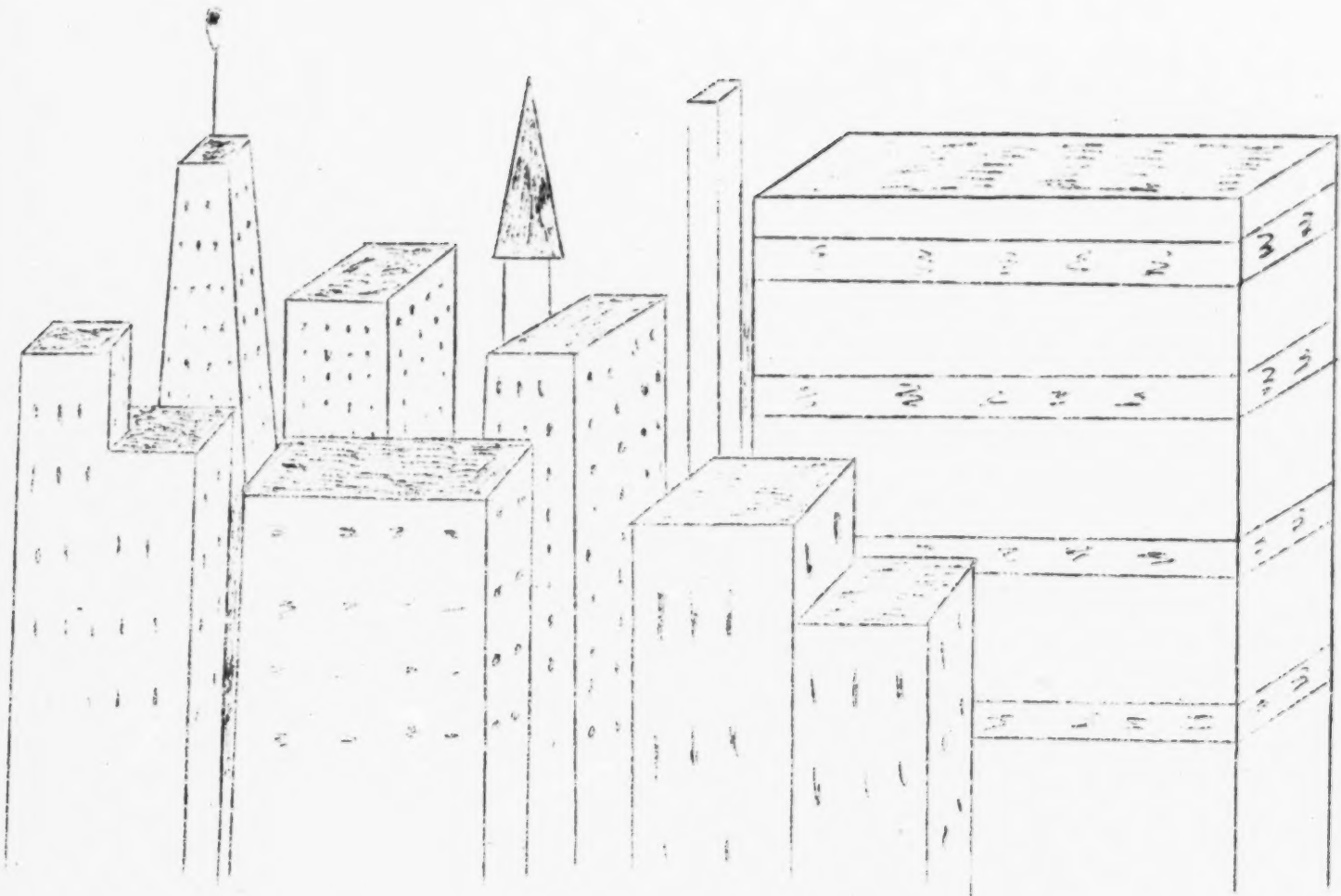
Dr. George Washington Carver became a very important and famous man. Scientists and inventors from as fa away as Africa, India, Russia and Australia sought him for advice.

Dr. Carver spent the rest of his years developing new products and teaching Black students at the Tuskege Institute in Alabama. He could have been a very wealthy man but refused offers of thousands of dollars. He wanted to serve mankind and did not feel he should accept money.

Dr. Carver was also an artist. Many of his paintings won ribbons. His most famous paintings hang in the Carver Museum in Alabama.

Much fame and honor came to this great man, born a slave, sought after knowledge; and suffered much hard ship to achieve his goals.

GEORGE WASHINGTON CARVER



New York . . . Harlem

JERRY LIVES IN HARLEM

Part I

Can you imagine how your house or apartment building would look if your parents' grandparents (your great-grandparents) had lived in them and their children, (your grandparents), and then their children (your parents), and then those children's children (you)? Without repairing or new paint they would probably look dreadful. This is the way the houses look where Jerry lives. Jerry lives in Harlem.

Harlem is a community in the city of Manhatten, in New York. Most of the people living in Harlem are Black. There are also a few Puerto Ricans (descendants of people originally from the Island of Puerto Rico) living in Harlem.

When Black families began leaving the southern states in search of better living conditions and jobs, they began moving into certain parts of the northern cities. When this happened in New York, the other groups of white people began moving out - making Harlem an all-Black community. And, as more Black families moved from the south to the area for Blacks in Manhatten, New York in the North, Harlem grew.

Jerry and his brothers and sisters live on one of Harlem's busy streets. Their house is really a tall, apartment-like building called a tenement. Many other families live in Jerry's tenement. When the white groups of people lived in Harlem the buildings did not have as many families living in each tenement building; because there weren't as many apartments. But when Black families began moving into Harlem the tenement apartments were divided to make more apartments, which were much smaller, making the tenements able to house more families. This was done to keep Blacks in Harlem, and so that white businessmen could make more money from having more apartments.

The "American Dream" must be shared by all. What is meant by the "American Dream"?

JERRY LIVES IN HARLEM

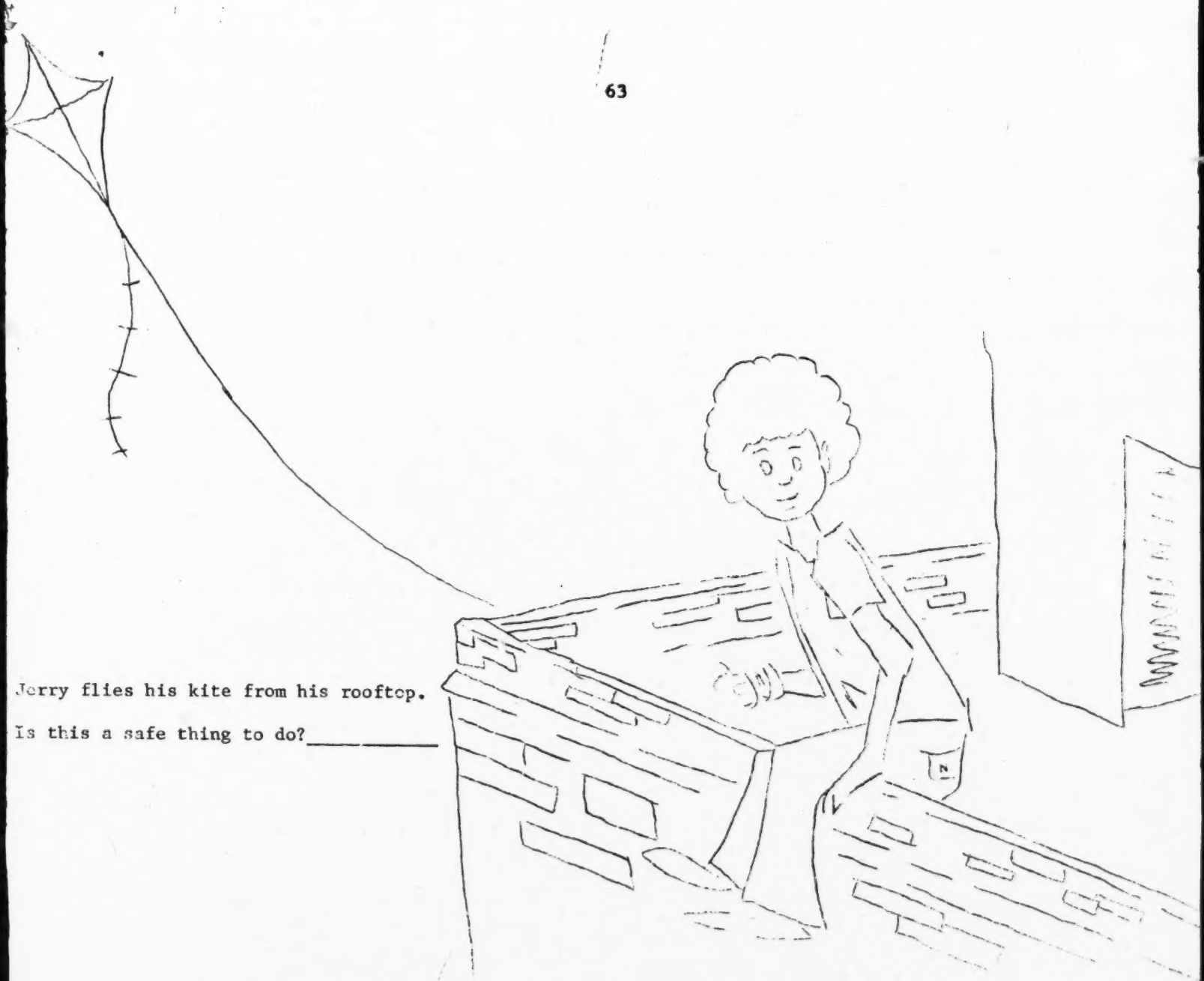
Part II

Jerry burst through the front door. He had raced all the way home from school, because today he was going to try out his new kite.

"How was school today Jerry?" asked his Mother. But Jerry didn't hear.

"I'm going to fly my kite today," he said. And out the door he went.

Outside of his apartment in the hallway he paused to make sure he had everything, and then up the stairs he went, around and then up still some more steps. Finally, he came to the roof top door. He pushed it open and out onto the roof he stepped. The roof was very flat with a concrete wall surrounding it that reached Jerry's waist. There was a lot of room on the roof, much more room than Jerry would be able to find down in the street. And besides, there were no houses or anything to tangle the kite up here. There was nothing but the sky. Jerry paused for a moment to look around him at all the flat roofs of the other tenement buildings. He peered over the edge of the wall and saw people moving around below, looking like tiny specks. Then he let go of his kite. It fluttered for a moment and then was caught up by the wind; up it rose. Jerry held his breath and unwound more string. The kite rose even higher. It was a very beautiful sight.



Jerry flies his kite from his rooftop.

Is this a safe thing to do?_____

JERRY LIVES IN HARLEM

Part III

Flying a kite from a rooftop is an unsafe thing to do. But in many Black communities such as Harlem, the children have no other areas other than the rooftops and streets in which to play. Let's read further to find out some of the reasons why Harlem became as it did.

The Black residents newly settled in Harlem from the south did not own any of the property in Harlem. All the businesses and housing were owned by white businessmen who did not live in Harlem. At the end of the day they closed their food and clothing stores and took all the money made from the Black people living in Harlem with them. We can see by the picture on page why Harlem became overcrowded. Harlem became run-down because the white businessmen or landlords were supposed to keep the tenement building neat and repaired. But they didn't. And so conditions in Harlem became worse and worse. Whenever a window was accidently broken, they didn't fix it. They didn't live in any of the tenements in Harlem so they didn't care when the wind howled through the broken windows during the winter. If the light fixtures needed replacing, or the sinks became stopped up they did not repair them. And the Black people of Harlem had no choice but to stay in the tenement buildings. They had no choice but to live in Harlem because Harlem was the main area in New York where Blacks were allowed to live, and that is why most Blacks in New York still live in Harlem today.

Most people would be very surprised to find that Blacks pay very high rent (money) for these tenement apartments. They pay high rent because landlords know that Blacks cannot live just anywhere, so they know that they can get money from Black people needing a place to live even if that place is not fixed up

or the money for rent is very high.

In the space below, draw a park where children are playing.

JERRY LIVES IN HARLEM

Directions: Circle all the correct answers.

1. Harlem is a part of _____.

   Manhatten Chicago Minneapolis New York

2. The people living in Harlem are mostly _____.

   Irish Black German Norwegian

3. A tenement is _____.

   Something to eat A building where people live

4. A landlord is _____.

   The person who collects the rent A piece of rocky land

5. In Harlem you would most likely find _____.

   Lovely homes Beautiful lakes Children playing in the street

Words to Know: Write all of the underlined words from the story on the lines below. Make sure you know their meanings.

1._____

2._____

3._____

4._____

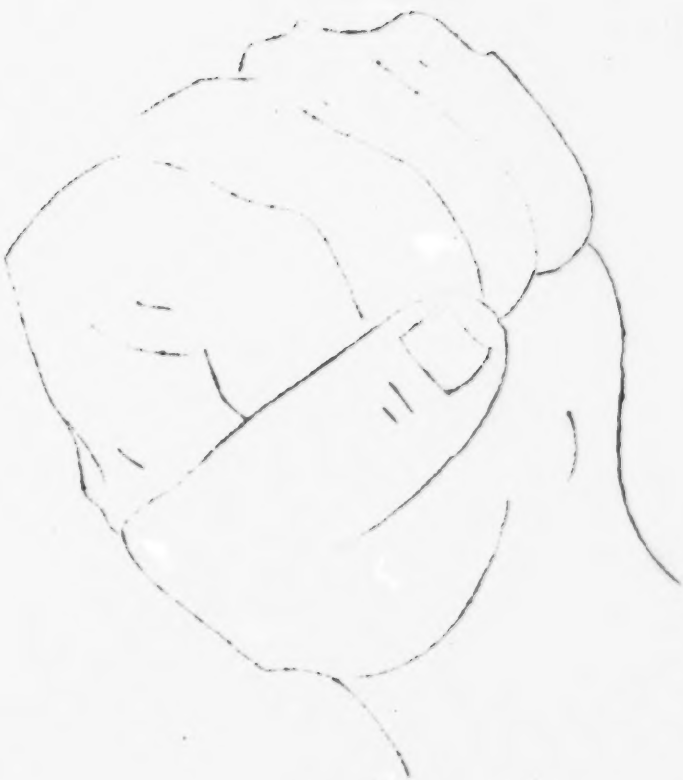
5._____

Draw and color a picture of Jerry flying his kite.

Draw and color a picture of you flying a kite.

68
BLACK POWER

Part V



BLACK POWER

Black Power is a goal that Afro-Americans are trying to bring abo American people to gain control over their lives. It is also the goa more businesses and jobs, better schools and homes, and improved livi regardless of their color.

Black Power hopes to elect more Afro-Americans to political offic the people of our country. Through the use of Black economic power, Americans now call "home" can be drastically improved. The money tha would also be spent within the Black communities, and go toward the i

As Black Power becomes a certainty, the improved living condition help to eliminate much of the mistrust and bad-feeling that now exist hostile when their living conditions are harsh and uncomfortable. Thi will not understand these goals or what is being done; but if Blacks citizens can participate in the American dream, Black Power will prove

BLACK POWER

goal that Afro-Americans are trying to bring about in America. It is a goal of Afro-
ain control over their lives. It is also the goal of Afro-Americans working to help create
jobs, better schools and homes, and improved living conditions for all people in our country;
color.

s to elect more Afro-Americans to political office so they can use their talents to help
untry. Through the use of Black economic power, the ghettos which millions of Black
home" can be drastically improved. The money that is circulating within the Black communities
within the Black communities, and go toward the improvement and growth of the community.
ecomes a certainty, the improved living conditions among poor Blacks and poor Whites could
ch of the mistrust and bad-feeling that now exists; for it is true that people are more
iving conditions are harsh and uncomfortable. This will not be an easy task. Many people
these goals or what is being done; but if Blacks and Whites work together so that all
pate in the American dream, Black Power will prove to be a very healthy vitamin for our country.

I, TOO

Langston Hughes

I, too sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the Kitchen,"
Then.

Besides,
They'll see how beautiful I am

And be ashamed . . .

I too, am America.

A CLASS DISCUSSION

In your classroom discussion answer the following questions.

1. What is meant by the words "I, too sing America"?

2. Do you think the poem is about a real-life problem - what problem?

3. Where do we find evidence showing that Black people are proud of being Black, and American?

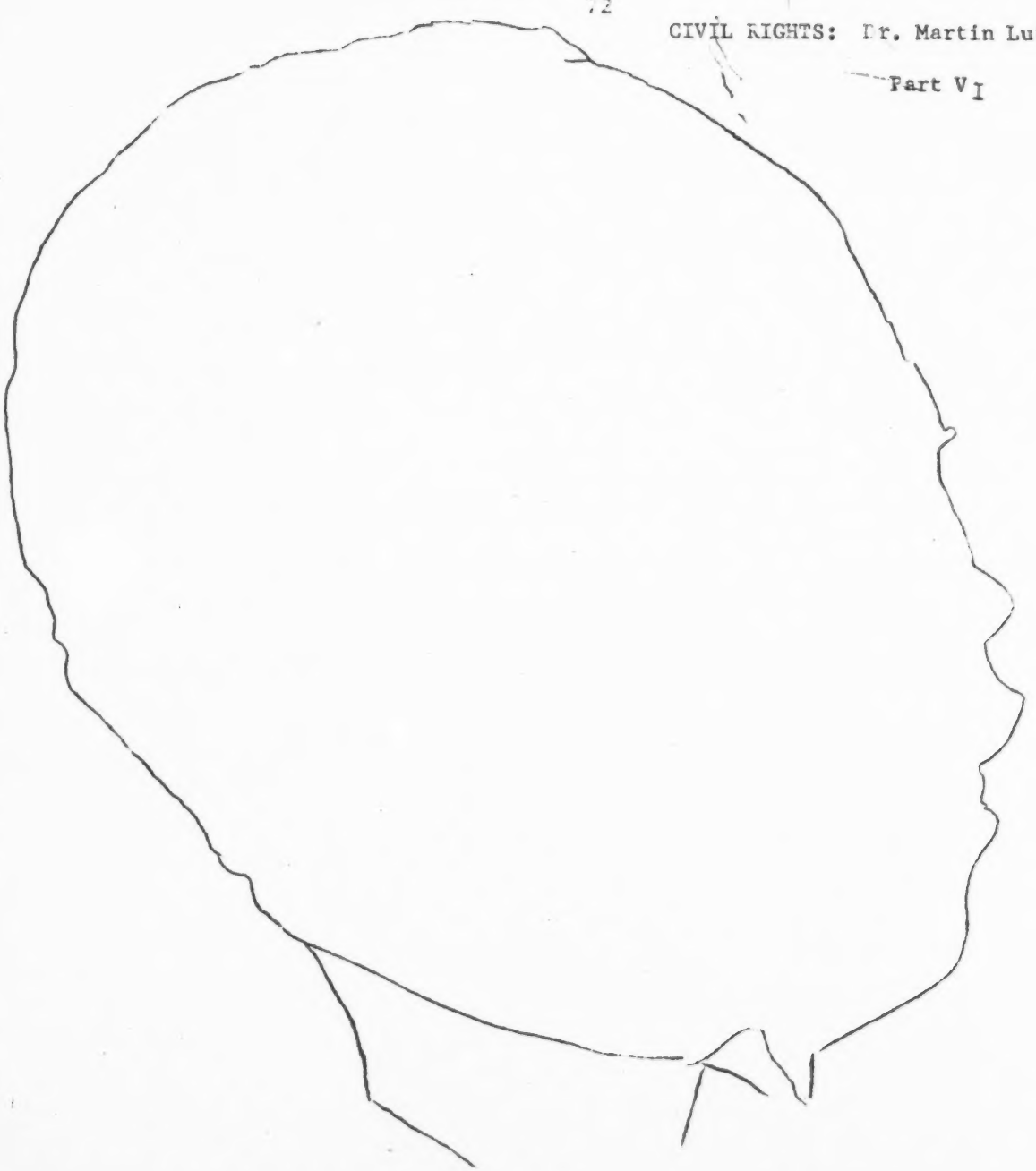
A REPORT ON LANGSTON HUGHES

A book on famous Black Americans will help you find answers to the following questions.

1. Where was Langston Hughes born?
2. In what year was he born?
3. Does he only write poems? If not, what else did he write?
4. Is he living today?

CIVIL RIGHTS: Dr. Martin Luther King, Jr.

Part VI



MARTIN LUTHER KING, JR.

Have you ever heard of a king? This story is about a man who was not a king - but he was named King. This man's name was Martin Luther King, Jr. Martin Luther King, Jr. was a happy little boy. He grew up in Atlanta, Georgia.

When he was six years old his father decided to buy him a pair of new shoes for his birthday. When it was time to go, they got into the car, and down the street they went. Past all his friend's houses, past his school, and past the church where his father was the minister.

Finally they were downtown.

Holding tightly to his father's hand he walked down the street and into the shoe store. Little Martin stared at all of the different kinds of shoes. He saw big shoes, little shoes, and in-between sized shoes and, there were so many different colors to choose from! Which kind should he choose? Then he saw the ones he wanted. He showed them to his father. Reverend King liked them too. He thought that Martin had chosen wisely.

They sat down and waited for the shoe salesman to come. Soon he appeared. But, he did not wait on them. Instead he said, "I'll be happy to wait on you if you'll just move to those seats in the back of the store."

Reverend King became very angry. "We'll either buy shoes sitting here in these seats," he said, "or we won't buy shoes at all." And, with that he took Martin's hand and led him out of the shop store!

Little Martin didn't understand all that had happened. Why had the shoe salesman asked them to move to the other seats in the back of the store? Martin's father explained as best he could He told Martin

that they lived in a country where all people did not receive the same treatment. "These people who do not receive good or fair treatment are dark-skinned people like you and me," said Martin's father.

Now Martin could understand why his father had become so angry. And he could also understand why he didn't get a new pair of shoes that day.

As he grew older, Martin Luther King, Jr. could see many other ways in which dark-skinned Americans were not treated the same as White Americans. One day, thought Martin, I hope that I will be able to do something to change the way that dark-skinned people are treated.

All through Martin's life, as he went through elementary school, high school, and college, he kept this idea in his mind . . . The idea that Black and White people would live and work and play together someday. This became Martin Luther King's dream.

After Martin left school, he became a minister like his father and decided that the only way to bring about this change in America was through kindness and love. The first change that he helped to bring about was fair-seating on the city buses. Before he did this, Black citizens had to sit in the bakc of the buses - just as Martin's father had been asked to sit in the back of the shoe store. No longer did dark-skinned people have to sit in the back seats of buses, or sit in the worst seats in movie theaters; and, they could eat in any restaurant that they wanted to eat in.

Martin Luther King, Jr. led the marches of protest to win freedom and fair treatment for his people. No one could be kept out of public bathrooms, swimming pools, parks, libraries, or museums because of his dark skin color anymore.

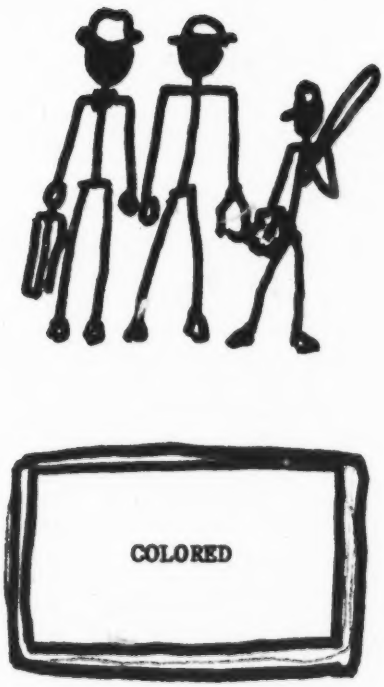
Martin Luther King, Jr. began to feel very happy when he saw all these changes that were taking place. His dream was coming true at last!

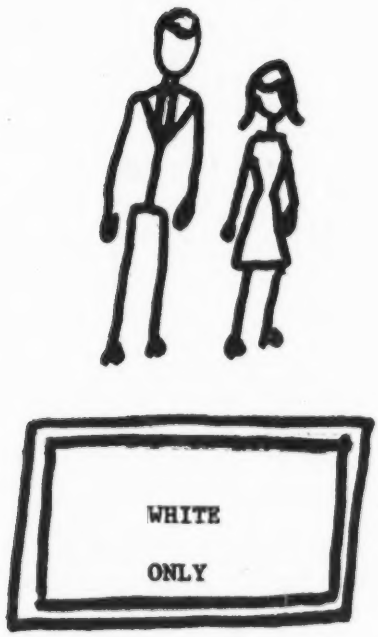
Rev. King became known all over the world. The people loved him and looked up to him.

He was awarded a prize for bringing about peace and togetherness among people. This prize is called the Nobel Peace Prize. He was the youngest man to receive this prize. It was given to him in 1964, in Norway.

Martin Luther King, Jr. was killed two years ago because some people did not agree with the things that he was trying to do. He was shot in Memphis, Tennessee. It was a very sad day. Our country had lost one of its greatest leaders.

Martin Luther King, Jr. will always be remembered for all the things that he did, and for the deep love that he had for all mankind. He was truly a great man - a King.





Dr. King worked hard to make a better world. He did not like to see signs such as these.

MARY McLEOD BETHUNE

Mary McLeod Bethune wished that she could read. Ever since another child had cruelly said, "Books are for people who can read; you can't read!" She had wanted to know how to write her name, spell words and read books.

Mary McLeod lived during a time when it was difficult for an Afro-American child to go to school. Most Afro-American children were kept home to work in the fields picking cotton or peanuts. So, when Mary was able to go to school she was very grateful and eager to go. Her joy at going to school showed in how quickly she learned everything that was taught her.

As Mary learned her lessons in school she kept small classes in her neighborhood for other Afro-American children who were still unable to go to school.

A few years later she had finished high school. How proud she was! She stood very straight as she marched up to receive her diploma - the piece of paper that had her name on it and the words saying that she had completed all the study necessary for finishing high school.

Mary McLeod Bethune went on to do great things in her life. She started a school for girls which later became one of the best colleges for Afro-Americans. It is called Bethune-Cookman College in Florida

DR. DANIEL HALE WILLIAMS

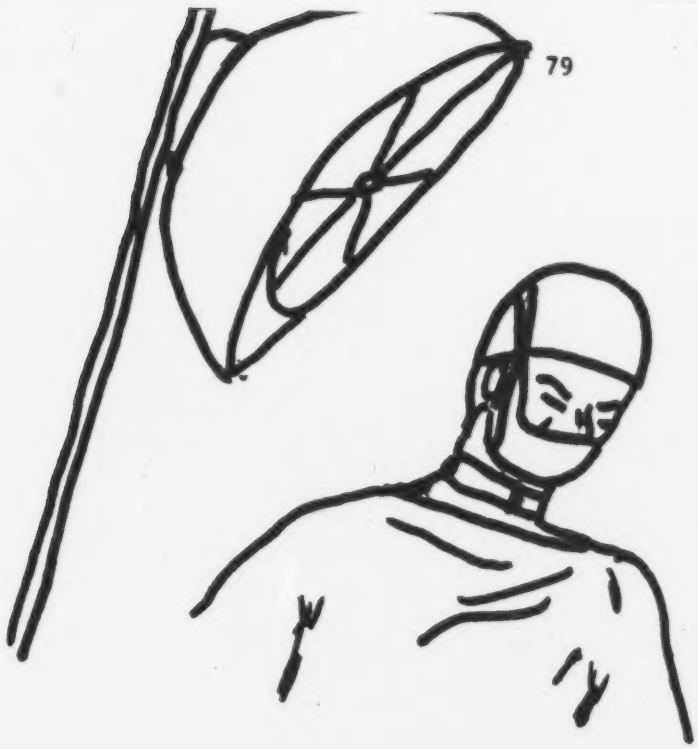
A car pulled up to the emergency entrance of Provident Hospital in Chicago. Hands reached for the man who lay unconscious on the back seat. The unconscious man's name was James Cornish, and he had been stabbed through the heart.

"Calling Dr. Williams, calling Dr. Williams," sounded a voice full of urgency throughout the loudspeaker of the hospital.

Dr. Daniel Williams responded very quickly to the call. Examining the still unconscious man he decided that only open-heart surgery could save his life. He made ready for surgery as the patient was being rolled into the operating room — there was no time to spare!

Skillfully Dr. Williams made the incision in the man's chest. He saw that the wall of the heart had been pierced. Working quickly he sewed up the damaged organ. Medical history had been made!

Newspapers and magazines across the country and all around the world printed the news. World-wide fame and recognition came to this great Black man who had the courage to perform the first open-heart surgery, and perform it successfully.



Complete and color this picture of Dr. Daniel Williams.

Color this picture of James Beckwourth.

JAMES BECKWOURTH

Finding Facts:
Answer the following questions - use books on famous Afro-Americans from your school library.

1. Who was James Beckwourth?

2. What did he discover?

3. How was his discovery useful?

4. Write a paragraph telling about his life.

BEARS AND WINTER

Black Americans love to tell stories to their children. Many of their stories are not read to their children from story books; they are either real stories, or stories that are made up.

Here is a story of why the bear sleeps all winter. It is a story told by Black parents long ago when they were slaves in this country.

Do you think this story is real or made up?

I

WHY BEARS SLEEP ALL WINTER

Many years ago Brother Bear did not sleep all winter as he does now. He was a very mischievous fellow and none of the other animals liked him. All day long, winter and summer, he trotted about teasing and playing tricks on all the other animals. He even wanted to be king of the country. The other animals were surprised at such an idea.

"I am bigger and stronger than any of you," he said. "Why shouldn't I be king?"

But the animals did not want him for their king because he was as cruel as he was strong. He played bad tricks on the small and weak animals. They dared not do anything to displease him.

One bright September day Brother Bear went out hunting. While he was gone, all the other animals had a meeting.

"Something must be done about Brother Bear," they agreed. "He grows worse every day."

"He is becoming lazy too," added Brother Squirrel. "He won't look for his food if he can take it from

someone else. The other day he stole all the nuts I had piled up for use during the winter."

"He is too rough when he plays with our children," said Brother Fox. "Yesterday he nearly killed one of my poor children. What shall we do?"

"What he needs is a good long nap." said Brother Wolf. "Then we could have some peace."

The cunning little rabbit had said nothing. He was thinking of a plan to put Brother Bear to sleep.

"I know a way to get rid of him for a while," said Brother Rabbit. "He is very fond of sleeping in the dark and he always gets up as soon as the sun is up. Now if he could not see the sun, he would not know it was time to get up. He always goes to sleep in that hollow tree. Let us stop up the hole the next time he goes to sleep. If he wakes up, he will think it is still night and will go to sleep again. Then we shall have a good long rest from his mischief."

II

THE PLAN WORKS

Everyone thought Brother Rabbit had a very wise plan. The next night when Brother Bear crawled into the hollow tree, the animals brought sticks, stones, leaves, and mud and stopped up the hole so no light could get in and Brother Bear could not get out.

The next morning Brother Bear thought it was still night so he slept on. Every time he opened his eyes, it was dark, so he just rolled over and fell asleep again. All through the winter he slept, and the animals had a good long rest from his tricks.

One beautiful spring day Brother Fox told the other animals he thought Brother Bear had slept long enough.

"He might starve to death in there," he said. "Let's let him out."

So they went to the old tree and pulled the sticks and stones away so the light could get into the hole. Then off they ran so that Brother Bear could not see them.

When Brother Bear saw the light, he stretched himself and looked about. How surprised he was to find the grass and trees so green and the flowers in bloom!

"How long have I been asleep? he asked. "I must have slept all winter. Some day I'll take another nap like that."

Then, off he went to find something to eat. Ever since ther Brother Bear has found himself a nice hole, rolled himself up in a ball, and slept all winter.

A MATCHING QUIZ

1. Fifty_____
2. Abolitionists_____
3. Tenement_____
4. They hunt lions_____
5. Made 300 things from peanuts_____
6. Freedmen's Bureau_____
7. James Beckwourth_____
8. Daniel Williams_____
9. Why the Bear Sleeps All Winter_____
10. Wrote poems_____

A. Afro-American Cowboy
B. Harlem
C. First heart operation
D. Phillis Wheatley
E. Masai
F. Reconstruction Period
G. Black American Folktale
H. Do away with slavery
I. George Washington Carver
J. Africa

OTHER FAMOUS AFRO-AMERICAN CONTRIBUTORS

PAUL LAURENCE DUNBAR: He was a famous poet. He wrote about the lives of Black people in the South.

CRISPUS ATTUCKS: He was the first American to give his life for our country in the Boston Massacre.

HENRY O. TANNER: He was a famous painter of religious objects and subjects. He used stories from the Bible for many of his paintings.

MATTHEW A. HENSON: He was the first man to reach the North Pole where he placed the American flag.

FREDERICK A. DOUGLASS: He was born a slave. After escaping to freedom he became a great speaker against slavery.

IRA A. ALDRIDGE: Born in Maryland, he became a famous actor in Europe.

ROBERT SMALLS: He secretly captured and sailed a southern ship to the northern army during the Civil War. He was considered a hero.

BENJAMIN BANNEKER: He was considered a genius. He studied the stars, was a math wizard and helped to plan the city of Washington, D.C.

CHARLES DREW: He helped to save many lives during World War II because of his idea of blood banks. He discovered a way to preserve blood for storing purposes.

JAN E. MATZELIGER: Became famous after inventing a machine that sewed shoes. There's a statue in his honor in Massachusetts.

SOJOURNER TRUTH: She spoke out against slavery. She was a Civil War heroine.

BLANCHE BRUCE: U.S. Senator from Mississippi who served from 1841-1898.

Who can you add to this list?

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